

# Marsham Primary School

## Inspection report

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<b>Unique Reference Number</b>	120831
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339785
<b>Inspection dates</b>	17–18 June 2010
<b>Reporting inspector</b>	Judi Bedawi

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	24
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Jarvis
<b>Headteacher</b>	Binks Neate-Evans
<b>Date of previous school inspection</b>	26 January 2007
<b>School address</b>	High Street Marsham Norwich
<b>Telephone number</b>	01263 732364
<b>Fax number</b>	01263 735837
<b>Email address</b>	office@marsham.norfolk.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by one additional inspector. The inspector observed three teachers in five lessons or parts of lessons and held meetings with governors, staff and pupils, and spoke informally to a few parents. The inspector observed the school's work, and looked at pupils' books, a range of school documentation, policies, monitoring records and data on pupils' attainment. She received and analysed eight parental questionnaires.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- the effectiveness of support for pupils with special educational needs and/or disabilities
- the quality of pupils' work in mathematics and writing
- the provision made for potentially higher attaining pupils in mixed-age classes
- the impact of working as a partnership school on raising standards.

## Information about the school

Marsham is significantly smaller than most other primary schools. Pupils come mainly from the local rural area. All pupils are from White British backgrounds. A well above average proportion have special educational needs and/or disabilities, but a well below average proportion have a statement of educational needs. The proportion of pupils who join or leave the school at times other than the beginning of the school year is high. The school has a long established partnership with Hevingham Primary School and shares the same headteacher, senior leaders, subject co-ordinators and a federated governing body. The acting deputy headteacher is based at the school. There are two classes: one for children in the Early Years Foundation Stage and pupils in Years 1, 2 and 3; the other for pupils in Years 4, 5 and 6. The number of pupils in each year is very low. The school has Healthy School's status. The school has the Intermediate International Schools and the Silver School Travel Plan awards. Pupils were practising for cycling proficiency awards in the village during the inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Marsham is a good school. It provides its pupils with a good quality education that positively extends their learning skills, interests and enjoyment, no matter what their needs or abilities. Pupils enjoy school life. Attendance is average but improving as a result of effective initiatives by the school.

The skilled and forward thinking executive headteacher oversees both partnership schools well, confidently leaving the day to day management at Marsham in the capable hands of her deputy headteacher. This shared management model effectively maintains the individual characteristics of both schools. It is greatly valued by parents, who are in the main overwhelmingly positive about the school's work.

Attainment on entry to the Early Years Foundation Stage was broadly in line with age-related expectations for the current children but varies significantly from year to year, depending on children's individual abilities. They all make good progress, including those who have lower starting points due to their special educational needs and/or disabilities. Speaking and listening, writing and number work are real strengths, as are children's physical and social development. This good progress is maintained as pupils move into Key Stage 1 and through Key Stage 2, because good teaching and adult support enable pupils to get the right sort of help to aid learning. By the end of Year 6 pupils' attainment in English, mathematics and science is mostly above average, and a good proportion of pupils who have special educational needs and/or disabilities reach similar levels to their classmates. Although pupils make very good use of vocabulary in their writing, most work is in pencil rather than ink and is often untidy. This is also the case in mathematics, where rulers are not always used. Pupils enjoy practical science work but are less enthusiastic about writing up their investigations.

Personal development is good. Pupils are polite and very helpful, and settle to learning quickly, showing good independence. Their behaviour is outstanding; they treat each other respectfully, have strong friendships and readily help each other. They feel exceptionally safe within their very caring school, knowing that adults are always there for them. They understand how to stay healthy and enjoy sports. They learn about other countries, but have too few opportunities to learn about other people's multicultural lifestyles in wider British society.

Senior leaders have an accurate view of the school's strengths and weaknesses, aided by governors' monitoring of performance. Attainment is above average and progress is good, previous report issues have been addressed and the school is moving on well, so that capacity to further improve is good.

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## What does the school need to do to improve further?

- Further raise standards by:
  - making better use of pens to improve handwriting
  - ensuring that all pupils complete the recording of science investigations
  - improving the quality and presentation of work in mathematics.
- Enhance pupils' understanding of the diversity of British society and multicultural life.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils are eager to learn and look forward to the exciting challenges set by their teachers. They concentrate hard to reach their individual targets, whether academic or personal. Pupils who have special educational needs and/or disabilities are rightly proud of their good achievements and skills. In one class observed, they read their Haiku poems with good expression after correctly working out the exact number of syllables. Pupils of all ages and abilities were seen to be making good progress in lessons in all subjects, with a significant minority making outstanding progress. A young pupil used the word 'camouflage' when writing and was able to explain the meaning very well. However, the weak presentation of their otherwise good work in English, mathematics and science lets them down. Independence and research are encouraged and much enjoyed, and this prepares pupils well for their secondary education.

Pupils behave particularly well both in class and at play, so that even minor disputes are rare. Some older pupils patiently helped one of the youngest to successfully tackle the outdoor trim trail. Pupils feel that adults are always ready to listen to them if they have concerns, and Year 5 and 6 pupils rode their bicycles safely during the inspection, preparing for their proficiency test. Pupils eat well during break time 'tea and toast' with juice, fruit and vegetables. This contributed to gaining Healthy Schools status. There is good uptake of sports, usually taking place at Hevingham.

Pupils' spiritual, moral, social and cultural development is good overall. They are tolerant and care about each other. Pupils are involved well in their school and village life. They gained a silver award for their work on a sustainable travel plan, and an exchange programme with a Shanghai school has earned them the Intermediate International award. However, pupils have limited experience of British society and multicultural living.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is often exciting and motivates curiosity and the desire to learn right from the start. Staff ensure that learning builds well on wide-ranging individual needs and previous learning through thoughtful questioning. Flexible teamwork is strong with a direct impact on progress because it provides pupils, including those with special educational needs and/or disabilities, with immediate support when they sometimes find aspects of learning difficult. The most able pupils as well as the slowest learners are challenged to do well in the mixed-age classes. Teaching is imaginative and grasps pupils' attention so they enjoy working together and independently, and can explain their work well. Assessment is thorough, reflected in good planning, lesson preparation, marking and challenging individual target setting so that pupils fully know their next steps of learning. Less attention is paid to ensuring that work in books is well presented, and the rare use of pens particularly hinders the development of older pupils' handwriting skills.

The good curriculum is extended by additional resources, space, facilities and regular use of the partnership school in the nearby village. Pupils enjoy far more learning activities than their very small school could otherwise offer, including the use of the school hall for assemblies and physical education. Their understanding of community is enhanced and this helps older pupils to prepare for life at bigger secondary schools. The curriculum is very well adapted and resourced to meet individual needs, including those of pupils with special educational needs and/or disabilities. Basic skills lessons allow pupils not only to secure learning concepts in English and mathematics, but also to follow their own interests, making particularly good use of information and

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communication technology to undertake self-chosen independent project research, for example about World Cup football. There is good uptake of after-school clubs and the many visitors and visits, including camping trips shared with the partner school, enrich pupils' personal development and confidence.

Parents speak highly of the quality of care and support their children receive, typically saying, 'The brilliant staff take their time to talk and listen to me and my child.' Pupils do receive exemplary care, attention and nurture, so that they trust school staff and know they will always be there for them. This 'wrap around' care extends to those families and pupils whose circumstances make them more vulnerable. The school is very successful at removing, as far as is possible, any barriers to learning, and strong links to external support agencies ensure that pupils make good and sometimes outstanding progress, both emotionally and academically.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Delegated leadership and management of this partnership school are good. The deputy headteacher in charge, along with her staff, is keenly focused on raising standards to even greater heights through good forward development planning, monitoring and accurate evaluation of needs. The school is well supported by the governing body, who effectively challenge senior leaders to ensure best value and outcomes. Safeguarding practice and procedures are outstanding, far exceeding government requirements, not only in terms of thorough procedures made known to all visitors, but also in supporting and making a real difference to families and pupils whose circumstances make them more vulnerable.

Partnerships with parents and carers are excellent. They have an opportunity to talk to staff at the start and end of each day, and information is readily provided for them on a daily basis about progress and how to help support learning. Parents and carers spoken to during the inspection were extremely positive about the school. They like the individual attention provided, especially in supporting pupils with special educational needs and/or disabilities. Some of these pupils move on to special schools, and another reason for the high level of pupil mobility lies in parents and carers moving for employment reasons. But whatever the reason may be, the education of pupils who may only attend the school for a short time is managed well. Partnerships to promote learning are good, with strengths in the use of welfare agencies. Beyond the partnership

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school, there are fewer links with other schools to further extend pupils' learning experiences.

Community cohesion is good, with a clear action plan outlining current and future developments. Strong links with the local area and internationally include a fast approaching and eagerly anticipated visit from a group of Chinese schoolchildren, but as yet less attention has been paid to learning about British society and the wealth of multicultural communities around the country. Equal opportunity is promoted well; pupils make good progress with some being outstanding. They are taught about discrimination and know it is unacceptable, but as yet have few opportunities to meet pupils from other British backgrounds. Financial matters are prudently managed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in their Reception year get a flying start to education, settling quickly and very happily to the well-planned and balanced range of play and learning activities. Although good improvements have been made to the very small outdoor play area, including a covered area suitable for use in all weathers, there are approved plans for more storage space and to further extend outdoor provision, so children can explore and discover more freely. Children enjoy doing similar work to older pupils in the mixed-age class, but it is set at a level suitable to their age and abilities. They choose play activities that often lead to more formal learning, skilfully directed by the good teacher in charge. Children make good progress across all areas of learning, enhanced by individual attention and support. They build positive friendships following the good role models set by older pupils. Ongoing assessment is used well to aid progress and planning.



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Leadership and management are good, ensuring that pupils are well prepared for Year 1. Parents are kept fully involved in their children's learning and receive detailed daily feedback about their work and progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of the parents and carers who responded to the questionnaire expressed complete satisfaction with the school and a positive response to all questions. A very small number expressed a very few reservations about pupils' progress, needs, support for learning, parental suggestions, pupils' behaviour, school leadership and satisfaction with the education provided. However, there was no particular pattern to these concerns and the inspector found no evidence to support them, finding behaviour, for example, to be consistently good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marsham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received eight completed questionnaires by the end of the on-site inspection. In total, there are 24 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	75	2	25	0	0	0	0
The school keeps my child safe	6	75	2	25	0	0	0	0
The school informs me about my child's progress	4	50	4	50	0	0	0	0
My child is making enough progress at this school	6	75	1	13	1	13	0	0
The teaching is good at this school	6	75	2	25	0	0	0	0
The school helps me to support my child's learning	3	38	4	50	1	13	0	0
The school helps my child to have a healthy lifestyle	4	50	4	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	50	4	50	0	0	0	0
The school meets my child's particular needs	6	75	1	13	1	13	0	0
The school deals effectively with unacceptable behaviour	4	50	3	38	0	0	1	13
The school takes account of my suggestions and concerns	4	50	3	38	1	13	0	0
The school is led and managed effectively	5	63	2	25	1	13	0	0
Overall, I am happy with my child's experience at this school	5	63	2	25	1	13	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 June 2010

Dear Pupils

Inspection of Marsham Primary School, Norwich NR10 5AE

Thank you for giving me such a lovely welcome when I visited your very happy school recently. You go to a good school and I can see why you like it so much. You told me that you like your teachers, using the computers to find information, writing, mathematics and visiting Hevingham Primary School for assemblies and physical education lessons. I enjoyed having some toast and juice with all of you.

You make good progress and work hard because your teachers and teaching assistants make learning fun and are clever at giving you targets that make you work and learn a lot, so you are doing well. Your attitudes, behaviour and the way you feel safe are excellent. Well done! The way that the grown-ups in the school care for you and help you to learn is also excellent. Your attendance has improved, keep it up!

Your headteacher and the staff want to make your school even better. I have asked them to:

- help you improve your handwriting by using pens more often
- remind you to make sure your work is neat and to use rulers in mathematics
- make sure you finish writing about all your science investigations
- think of exciting ways for you to learn about British life and the different backgrounds of people who live in Britain.

Perhaps you have some good ideas and can suggest to your teachers how you can learn more about British life? I hope you continue to have a good time at Marsham.

Yours sincerely

Judi Bedawi

Lead inspector

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